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ABSTRACT

As part of the State of Kentucky's dissemination effort, the report describes a project designed to establish and field test a technical journal for vocational-technical education research and development. Called TEMPO, this journal would: (1) provide an open forum for discussion of those issues which must be examined by vocational educators in Kentucky, (2) disseminate results of research and program efforts conducted by the Bureau of Vocational Education, (3) stimulate the growth of vocational education research, and (4) encourage the use of innovation.. An interest survey of the Bureau's Dissemination Task Force provided possible topics and articles were solicited. Four issues were produced and disseminated during the test period September 12, 1973 to June 1, 1975. Circulation was over 5,000, with another 1,000 requests to be put on the mailing list by the end of the publication period. Results of a followup survey of the journal's impact showed that TEMPO was considered successful in meeting information needs, and it was recommended that the technical journal concept be continued. The report contains the procedures involved in planning and executing the project, contents tables for the four issues, tabulations of the responses to the followup survey, and an analysis of survey results. (Author/RG)

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FINAL REPORT

Development and Evaluation of a Technical Report for Dissemination of Research and Development Information to Kentucky Vocational Educators:

TEMPO

by

E. Norman Sims
Project Director

September, 1975

Bureau of Vocational Education
Kentucky Department of Education
Frankfort, Kentucky 40601

Project Number X99810-02
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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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ABSTRACT

TITLE: Development and Evaluation of a Technical Report for Dissemination of Research and Development Information to Kentucky Vocational Educators: TEMPO

DURATION: September 12, 1973 to June 1, 1975

OBJECTIVES: The technical report would serve to;

-- provide an open forum for discussion of those issues which must be examined by vocational educators in Kentucky
-- disseminate results of research and program efforts conducted by the Bureau of Vocational Education
-- stimulate the growth of vocational education research
-- encourage the use of innovation.

PROCEDURE: Four quarterly issues of the technical journal TEMPO were produced and disseminated during the project period.

CONTRIBUTION: Follow-up studies of the journal's impact showed increased readership, high degree of interest in material presented, and an increased awareness of research and development innovations.

PRODUCTS DEVELOPED: Four issues of journal TEMPO

INTRODUCTION TO THE PROJECT

Part C, Section 131 (b) of the Vocational Education Amendments of 1968, states that a portion of the 50 per centum of the sums available to each State for the purposes of this part shall be used in:

> (iii) the dissemination of information derived from the foregoing programs or from research and demonstrations in the field of vocational education, which programs and projects have been recommended by the State Research Coordination Unit or by the State Advisory Council.

The rational behind this inclusion was based upon the belief that research and development results, though possibly highly successful, are useless unless they are communicated to the audience which needs this information.

The Commonwealth of Kentucky has made efforts in past years toward meeting its responsibility in this area. In developing a comprehensive, statewide, dissemination system, however, systematic use of many mediums and approaches is necessary. Conferences, on-site visits, film, television, slides, and the varieties of printed or recorded materials could and should be used in the attempt to fill the information needs of vocational educators during the next five years.

As one part of Kentucky's dissemination effort this project was funded to establish and field test a technical journal for vocational-technical education research and development.

The report was to be printed on a quarterly basis and provide a sophisticated, in-depth, look at a series of carefully chosen topics, projects and programs.

This technical report, to be called TEMPO, was to:

- Provide an open forum for discussion of those issues which must be examined by vocational educators across the State
- Disseminate results of research and program efforts conducted by the Bureau to vocational educators in Kentucky and across the Nation
- Stimulate the growth of vocational education research in Kentucky
- Encourage the use of innovation in the implementation of all vocational programs, services and activities.

ACTIVITIES AND ACCOMPLISHMENTS

The problem, as outlined, was to establish a high quality media channel which could transmit information to Kentucky's vocational educators on a regular basis in order to meet the objectives listed above.

The target audiences for the publication included: (1) state directors of vocational education; (2) all RCU's; (3) Kentucky's regional staff members; (4) all professional staff in the Bureau; (5) selected vocational teacher educators; (6) all college and university libraries in Kentucky; (7) Bureau advisory committees; (8) the State Board of Education; (9) high school counselors; (10) all vocational teachers; (11) instructional supervisors; (12) junior high school principals; (13) school superintendents; (14) selected individuals in the State Department of Education and the Atlanta Regional Office.

The above groups were seen to have encompassed the majority of those who should have a strong interest in philosophical and technical discussions and results of research and development efforts.

The total anticipated circulation for the publication period was between 4,500 and 5,000. Actual ciruclation by June 1, 1974, was well over 5,000. Circulation, as of the end of the publication period, due to requests to be put on the TEMPO mailing list, had risen to well over 6,000.

During the publication period, four issues of TEMPO were produced. Format for the journal was changed following TEMPO Vol. 1, No. 1 due to the fact that the original project director, Mrs. Lynn Wood, left the project, and the proposed printer of Vol. 1, No. 2, was unable to adequately meet his assignments. This change-over in project director and difficulty with printing resulted in almost six months elapsing between Vol. 1, No. 1, and Vol. 1, No. 2. Many production problems relating to the journal can be traced to this point.

Procedures for the production of the journal were as follows:

A. An interest survey was sent to members of the Bureau of Vocational Education Dissemination Task Force, all RDU staff members, and to unit directors and division directors of the Bureau's Program Supporting Services Division. The survey presented possible topics for articles. Respondents were asked to rate each of them on a four-point scale ranging from 4 (very interesting) to 1 (very uninteresting). Topics with ratings of 2.5 or above have been chosen for inclusion in the proposed four issues. An additional topic on adult education which was suggested by one respondent was also included.

B. Groupings were attempted from these topics in the hopes of attracting articles for major theme issues.

C. Based on these groupings, requests for articles were made through the magazine and direct solicitation.

D. A computerized mailing list was developed, a contract for the printing of each issue was made, and an editorial review board of eight members (representing various levels and areas of vocational education) was established. These members were:

Francis Goldsmith, Chairman
Department of Home Economics
University of Louisville

Robert Goodpaster, Director
Ashland Community College

David L. Larimore, Coordinator
Office of Educational
Research and Development
University of Kentucky

Henry N. Hardin, Dean
Office of Academic Services
Western Kentucky University

Joyce Logan, Regional Coordinator
Madisonville State Vocational-
Technical School

Jack A. Luy, Dean
Richmond Community College
Eastern Kentucky University

Gene Compton, Director
Division of Publications
Kentucky State Department of Education

Jim Wilds, Agriculture Instructor
Woodford County High School

Five in-house consultants were also chosen:

James McGown
Division of Interagency Relations

Floyd McKinney
Program Supporting Services Division

Robert Schneider
Resources Development Unit

Donnalie Stratton
Special Functions Unit

Charles Wade
Program Development Division

The responsibilities of the editorial board included:

1. Recommendation of editorial policy, as necessary.
2. Generation and approval of topics to be dealt with.
3. Review screening of articles submitted.
4. Recommendations of appropriate contributors.
5. Evaluation of the publication, on-going.

The four issues of the journal were printed during the project period and contained the following articles:

Vol. 1, No. 1

"Program and Project Notes" — Staff

"Three Essential Ingredients for a Vocational Education Curriculum" -- Henry Heuser

"The Here and the Now -- Accountability for Education" — J.T. Sanderfur

"Wherever You Are Going -- Management By Objective Can Get You There" -- William Stevenson

"Kentucky's Information for Training and Education System (KITES)" -- Janie Jones

"New Materials in Vocational Education" -- Staff

Vol. 1, No. 2

"Program and Project Notes" -- Staff

"If You Want Me To Serve On A School Advisory Committee" -- Samuel M. Burt

"Work Experience in the Classroom" -- Carolyn Van Hoose

"The Role of Vocational Education in the Career Exploration Phase of Career Education" -- Joe R. Clary and Mollie Shook

"Can Vocational Guidance Be Rehabilitated?" -- James L. Poore

"World View: One Region's Survey" -- Harry Fullerton

"New Materials in Vocational Education" — Staff

Vol. 1, No. 3

"Program and Project Notes" — Staff

"Guest Editorial" -- Carl Lamar

"Regional Service Centers for Education in Kentucky" -- David N. Shannon

"Some Considerations in Planning and Conducting Initial Regional Career Education Workshops" -- Owen Collins

"The Goals and Needs of Vocational Education" -- Royce Justice

"Practical Arts: Action Oriented Education" -- Harriet Denham

"The Evaluation of Vocational Teacher Education Programs" -- John Hillison

"An Analysis: Problems Encountered by Classroom Teachers Associated with the Kentucky Regional Career Education Development Project" -- M. Eugene Harryman

"Books of Interest: Review" -- Glen Davis

"Research and Exemplary Notes" -- Staff

"New Materials in Vocational Education" -- Staff

Vol. 1, No. 4

"Program and Project Notes" -- Staff

"Improving Cooperative Vocational Education Through Individualized Instruction" -- M. J. Iverson, J. E. McElroy and J. D. Wallace

"Occupational Competency Testing" -- Carl Hurley

"The Advisory Committee" -- Billy Howard

"The Validity of the Nonreading Aptitude Test Battery for Educable Mentally Retarded Students" -- William Halloran

"Curriculum Development: A Conceptual Model" -- Karen Leonard

"TEMPO Reader Survey" -- Staff

"Writing for TEMPO" -- Staff

In all, 32 articles of interest were generated which were disseminated to over 5,000 vocational educators (copies of all four issues of TEMPO attached as Appendix A).

RESULTS

As noted above, a significant amount of material was generated and disseminated to a large number of vocational educators via TEMPO. The impact of this journal can best be reported in terms of the outcome of the "TEMPO Readership Survey" published as part of TEMPO 1-4.

The survey form went to every individual receiving TEMPO 1-4 (approximately 5,500). In all, 688 readers responded. Due to the general problem of survey research of this type, primarily, the possibility of not receiving all responses, the following figures may not be indicative of the feelings of all TEMPO readers. However, the return level was such that the findings do present a satisfactory overview of the success of the technical journal approach in Kentucky.

The results are as follows (all percents being rounded):

1. What success do you believe TEMPO has had in meeting research information needs of vocational educators in Kentucky?

Minimal	3	0.4%
Moderate	516	75.0%
Substantial	169	25.5%

2. Do you believe that TEMPO has served as an open forum for the discussion of current issues in vocational education?

Yes	473	68.8%
No	43	6.2%
Uncertain	172	25.0%

3. Do you believe that TEMPO has been successful in disseminating the results of research and development programs conducted by the Bureau of Vocational Education?

Yes	467	67.9%
No	6	.9%
Uncertain	215	31.3%

4. Do you believe that TEMPO has helped to stimulate the growth of vocational education research in Kentucky?

Yes	465	67.6%
No	49	7.1%
Uncertain	174	25.3%

5. Do you have difficulty finding information which has been or could be made available through TEMPO?

Yes	258	37.5%
No	388	56.4%
Uncertain	42	6.1%

6. If TEMPO is made available to you next year, will you continue to read it?

Yes	683	99.3%
No	1	0.2%
Uncertain	4	0.6%

7. How much of TEMPO do you read each issue?

Less than 10%	0	0.0%
10% to 25%	1	0.2%
25% to 50%	129	18.8%
50% to 75%	344	50.0%
More than 75%	214	31.1%

8. Would you like to receive TEMPO next year?

Yes	684	99.4%
No	4	0.6%
Uncertain	0	0.0%

9. Check the designation below which best identifies your major responsibilities.

Teacher	583	84.7%
Counselor	43	6.3%
Administrator	18	2.6%
Local Director of Vocational Educ.	2	0.3%
Supervisor	22	3.2%
Teacher Educator	9	1.3%
Researcher	7	1.0%
Other	11	1.6%

(Due to multiple responses, will add to more than 100%)

A segment of the survey form also requested that the readers list the "...major fault which you find in TEMPO." Where any comments were included in this section, they ran as follows:

can find no faults	344
needs to be more like Vo-Ed Highlights	1
Too few and too long articles	86
Too statistical/research oriented	91
Publication is not regular enough	12
Does not apply to enough subject areas	10

ANALYSIS OF SURVEY RESULTS

Question 1 Almost 100 % of those responding felt that the technical journal TEMPO was at least receiving moderate results in meeting its objective of communicating research information to its client audience.

Question 2 Better than two-thirds of those responding believed that TEMPO was an open forum. It is this writer's belief that the 25% who were uncertain gave that response because of the:

-- "referred" article aspect of selection, and
-- few articles had been received from teachers in the field.

The conclusion then is to test a new approach to article selection and make a greater attempt to generate articles from teachers.

Question 3 Again, better than two-thirds believed that TEMPO had been successful. The 215 uncertain can be accounted for by the fact that TEMPO has had to operate in a vacuum due to the lack of a statewide R & D dissemination system during the publication period.

Question 4 Better than two-thirds agreement. Comments concerning other "No" and "Uncertain" respondents listed above seem to relate here as well.

Question 5 This question's response seems to indicate that while 56.4% of those responding find TEMPO and other status quo methods adequate for meeting their research needs, 37.5% believe that other media channels are necessary as well.

Question 6 This question's results (as well as Question 8) seem to be rather self-explanatory.

Question 7 The generally accepted reader usage level for magazines is about 25%. In other words, the average reader reads only about 1/4 of the magazine he buys from the news stand. The reader usage level for technical journals is, of course, much lower. With this in mind we have to view the TEMPO reader usage information as being quite remarkable. Particularly when we consider that 81.1% of those responding are reading at least one-half of the information presented. If this number is projected into the target population (5,500), we can assume that 4,461 TEMPO readers read at least one-half of the material printed in TEMPO.

Question 9 Solely indicates response from readership groups. As you will note the breakdown comes close to representing group percentages in the total audience population.

MAJOR FAULT: These need to be considered as each being a unique item, keeping in mind that 344 respondents took the time to write "none" or "no faults" and 144 gave no response for the question, leaving it blank.

a. Needs to be more like Vo-Ed Highlights. As a research journal, TEMPO is not appropriate to contain the material which was carried in Highlights. As only one person made this note -- the same person who said they will not read TEMPO next year and and reads only 10% to 25% this year -- I can see no reason to make major changes due to this response. If this percentage (.2%) were extended to the total TEMPO population it would number 11 of 5,500.

b. Too few or too long articles. An attempt will be made during the next year to include more short articles of immediate interest to the teacher, while at the same time giving an in-depth look at major issues.

c. Too statistical/research oriented. It is this writer's unfortunate feeling that this is a problem inherent to the technical journal. Consideration should be given to reducing the "jargon" and "verbiage" of future articles without jeopardizing our research orientation.

d. Publication is not regular enough. As noted previously this has been a major problem of the journal due to printing difficulties inherent in the state contract process and a change-over in project directors. Action has been taken to correct the former and the last two issues of TEMPO were on time.

e. Does not apply to enough subject areas. Due to the fact that TEMPO does not have the staff to generate its own articles, it must rely on submissions. Unless submissions are received from all subject areas the journal will be unable to cover them all.

Probably the most telling examples of the impact of TEMPO can be presented in the form of one figure and one comment from a teacher.

The figure is that circulation of TEMPO has increased from 5,000 to 6,000 during a one year period. This is a 20% increase in readership with none of these figures indicating pass-on readership. If we were to accept the standard 15% pass-on readership rate, then TEMPO is read by almost 7,000 vocational educators.

The comment was made to me by one of our teachers at a workshop: "Mr. Sims, I want you to know that TEMPO represents about 90% of the resources which the teachers in my school use to do our job a little better. It's the best we get."

CONCLUSIONS AND RECOMMENDATIONS

It is the conclusion of this project that the quarterly technical information journal is a better than adequate medium for use in the communication of research and development information under the following conditions:

-- It be timely
-- It be a quality publication which catches the eye
-- It be presented in a format more like a "news magazine" than a traditional journal, and that
-- It attempt to involve its readership in a two-way exchange of ideas.

We recommend that the technical journal concept be continued by the Bureau of Vocational Education in Kentucky and be made an integral part of the research and development information dissemination program.